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ABSTRACT

In recognition of the centennial of the College of Information Studies at Drexel University (Pennsylvania), the history of the school is reviewed by a former dean, with reference to anecdotes and exemplary events. Drexel opened in 1891 and began its library science training program the following year. The founding years through 1921 were followed by a period of professional training in a genteel tradition of solid practical preparation. The era from 1949 to 1967 was one of expansion that saw the birth of information science. From 1968 through 1987 the school diversified, rebuilt, and strengthened, changing its name to the School of Library and Information Science in 1978 and to the College of Information Studies in 1984, when a baccalaureate degree (BS) was added. The BS degree was the major curricular innovation of the second half of the school's life and has done much to strengthen the overall program. (SLD)

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A Century of Library Education at Drexel University: Vignettes of Growth and Change

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Lazerow Lecture
November 19, 1992

DREXEL
UNIVERSITY

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INTRODUCTION

When I was asked to be the 1992 Lazerow Lecturer and to focus my paper on the history of the school, in recognition of its centennial, I was reluctant to accept the challenge. What topic could serve as a centennial feature, yet meet the standards set by previous Lazerow lectures? Could I attempt an assessment of the school's impact over the decades? Could I look at curricular innovations through the years? Could I center the paper on the careers of outstanding graduates?

Alas, constraints of time and material ruled out such ambitious topics. My choice, ultimately, was for a discursive look at the entire century, era by era, with some reliance on anecdotes and exemplary events, and with enough old photos to make the topic interesting. My subtitle "Vignettes of Growth and Change" accurately represents my intention here, if by vignette we mean "any small pleasing picture or view," or better yet, "any small, graceful literary sketch." The four eras I will cover do not quite embrace the century. I leave to the judgment of time the period that postdates my departure from the dean's office in 1987.

THE FOUNDING DECADES (1891-1914)

Although the extant records are now meager, this story has been told capably, both in the fiftieth anniversary history of Drexel in 1942 (1), and in Mary Nehlig's 1953 MS thesis (2).

Anthony J. Drexel's Institute, which opened in 1891, and its library training program, which followed a year later, were novelties for Philadelphia, but not without precedent elsewhere in the country. The New York State Library School in Albany, successor to Melvil Dewey's pioneer school at Columbia University, supplied one model. Pratt Institute, founded in Brooklyn in 1887, had opened a library training program in 1890. A. J. Drexel knew about Pratt Institute, probably visited there, doubtless was aware of the nascent library training program, and certainly hired Lucina Ball away from Pratt to be the Institute's first registrar (3, p. 18, p. 47).

There were soon to be other similar institutes, e. g., Armour in Chicago and Carnegie in Pittsburgh (4, p. 68; 5, pp. 75-76). The missions of all were similar--to emphasize the application of the arts and sciences to vocational training programs, to assume responsibility for the sort of pragmatic learning that the universities failed to embrace. Librarianship fit the mission very well and, indeed, all four institutes soon had library training programs.

Plans for Drexel's library training program were announced in 1892, and by October of that year a class of ten members was assembled (6, p. 7). (The record here is murky; there may have been one male student in the group who dropped out prior to receiving the certificate of completion in 1893.) The program was billed as being in full accord with standards set by schools already in existence, which could only have meant Albany and Pratt. This accord was no surprise since the founding faculty, Alice B. Kroeger and Bessie R. Macky, were Albany products.

The program had the full support of the Institute's president James MacAlister. In fact he taught in the program, lecturing on the history of books and printing from 1892 until his retirement in 1913.

It is of interest to note a couple of links between Drexel Institute and Armour Institute in Chicago, the ancestor of the Graduate School of Library and Information Science at the University of Illinois, which begins its own centennial year this autumn. James MacAlister was a friend of Armour's president Frank K. Gunsaulus (7, p. 145). Both were bookmen and library supporters, both taught the same subject in their respective library schools. In addition Katherine L. Sharp, hired by Gunsaulus on Melvil Dewey's recommendation to start the Armour program, was a recent Albany graduate and undoubtedly acquainted with her classmate Alice B. Kroeger, hired by MacAlister on Melvil Dewey's recommendation to start the Drexel program. Kroeger, incidentally, never received a college degree. Her credential from Albany was a certificate, not a diploma.

I wish I could spend more time on Alice B. Kroeger but that is not possible. She came to Drexel in 1891 at age 27. A native of St. Louis, with some years of experience already at the St. Louis

Public Library, she was trained to the state of the art and ready for a fast-track career (8, pp. 295-98).

There is only one picture known to exist of Kroeger. She is said to have been an attractive woman with dark auburn hair, pale complexion and erect carriage. Displaying unlimited energy and a capacity for disciplined work, she was also called (by students) formal, aloof, austere. She set high standards for herself and for those who worked with her. She was, of course, not only directing the new library training program, but the Drexel Library and Reading Room as well (9, pp. 5-6; 10).

The publication in 1902 of her *Guide to the Study and Use of Reference Books*, an outgrowth of her courses at Drexel, solidified her national reputation (11, pp. 58-60). Her book, in successive editions, became the Mudge, the Winchell, the Sheehy that still serves as the magisterial American guide to reference books.

Kroeger was active on the national level professionally, serving on ALA's Council and on ALA's Committee on Library Training, the ancestor of today's Committee on Accreditation. At a meeting of library educators during the 1907 ALA Conference in Ashville, NC, she was a vocal spokesperson for a formal association of educators. Also present at that meeting was Anne Wallace (Howland), then director of the library training program at the Atlanta Public Library. One assumes that Kroeger was acquainted, then, with the woman who was to be called to Drexel in 1921 to revive, after its hiatus of 1914-21, the school which Kroeger founded (12, p. 142; 13).

Kroeger died young, at age 45, in 1909. Following her death the school was in disarray for some months until Salome Fairchild Cutler came as interim director. In fall 1910 June Donnelly, an Albany graduate and Simmons College teacher, came as director, a position she held until June 1913. A charming photo shows members of the class of 1911 on a picnic at Valley Forge. As an example of the sort of training they were receiving, try this 1911 exam covering library buildings.

Donnelly's successor, Corinne Bacon, was in office only one year since a new president, Hollis

Godfrey, had been installed and quickly moved to get Board of Trustees' approval to close the Library School as a cost-cutting measure (14, pp. 30-42).

Godfrey was quoted in an article for the April 1914 *Library Journal* to the effect that Drexel had decided to concentrate its resources on the Engineering School, The School of Domestic Arts and Sciences and the Secretarial School (15). The decision was consistent with a narrow view that saw the Institute as a trade school oriented primarily to Philadelphia needs. Despite vigorous protests from alumni and other sources, the decision was carried out. Held against the school were its small size, the low number of "Philadelphia girls" enrolled, and the overly-large number of students from outside the region. A brochure dated 1900 shows how successful the school had been in serving other regions.

I close my brief book at this distant era with vignettes of two graduates of the class of 1911 who attended the program in the transition years after Kroeger's death and went on to successful if very different careers.

Helen Ganser could serve as paradigm for the career librarian of her times (16). After completing her Drexel training, she devoted her entire career to Millersville State Teachers College library and to the cause of school librarianship, retiring in 1952. She lived to see a new college library building named after her in 1968. She did not live, fortunately, to see the library education program that she founded in 1921 disappear in the new dark ages of the 1990s.

Louise Heims (Beck) may strike you as an odd choice to represent the graduates of this era, but she is too fascinating to ignore, a subject worthy of the pen of a Judith Krantz or Danielle Steel (17). Born in Osceola Mills, PA, close to the coal-rich Alleghenies, she was trained at Drexel, became librarian at Wake Forest College, moved to New York, worked at the New York Public Library, left there in an abrupt change to become a singer in vaudeville, doing three shows a day on the Loews circuit. Her producer was a friend of impresario Martin Beck, founder of the Orpheum circuit. Reader, they were married in 1920. A fabulous life in the New York theater world followed. She later founded the American Theater Wing, was active in starting the Tony Awards,

and supported the Actors Fund. In 1927, she received the honorary Doctor of Letters degree from Drexel University.

PROFESSIONALIZATION IN THE GENTEEL TRADITION (1922-1948)

How to characterize the school in this uneven period stretching from its rebirth in the prosperous 1920s, through the Great Depression, World War II and post-war prosperity? Without intending to demean the efforts of hundreds of dedicated people who, as staff or students, determined its course, my general impression is that in the Howland and Law era the school was a solid performer but not a pacesetter in training personnel for an increasingly self-conscious profession.

In an era when the roster of schools was rapidly expanding and many were finding homes in major comprehensive universities, the Drexel program, always somewhat constrained by its Institute setting, was providing respectable training, not overly concerned with theory, that successfully socialized students to the norms, values, and accepted practices of the library profession, a field not yet confronted by media, documentation, information science and other challenges. Not part of a research university, Drexel faculty were not pressured to become researchers, though many made notable contributions to the field. During the entire era, there were never more than six full-time faculty, and the dean, of course, was still library director.

Until late in the era, intake of students was limited (chiefly, one feels, by the number of cataloging desks available!) and was for full-time students only.

Anne Wallace Howland (1866-1960), who was called out of retirement in 1921 by the new president Kenneth Matheson to restore the program, had been one of the most prominent southern librarians of her time (18). She had headed the Atlanta Public Library and had secured Carnegie money not just for the library but for its training program which she also headed. She left these jobs in 1908 to marry (at age 42), but after her husband's death she was free to heed Matheson's plea to join him at Drexel (he had come here from Georgia Tech and either knew her or knew of her work) to start a new career at age 57.

It is well known in the field that if you need to rescue a failing program or start a new one in a difficult environment you hire a pro, one who knows people and knows the ropes. Howland was a good choice. Within five years she had rebuilt the school, received state approval to award BLS and MLS degrees, seen the program accredited by ALA and established as a member of AALS. From fall 1925 on, no student came in without a baccalaureate degree. Drexel consciously shaped itself after the approved model derived from the Williamson Report.

The presence in Drexel's Great Court of this distinguished group of ALA's fiftieth anniversary visit to Philadelphia in 1926 looks to me like the work of Howland.

Recognizing the need for special courses for school librarians (these were the prosperous 1920s and they were in demand), she persuaded Carnegie to grant a modest sum to start a summer program.

Some of you may recall an article in the CIS newsletter in 1976 in the form of a letter from Margaret Gerry Cook, class of 1926, reminiscing about her classmates (19, p. 5). Cook herself had a notable career, spending 20 years at Montclair State Teachers College, teaching at Drexel 1948-52, then moving on to the Enoch Pratt Library in Baltimore from which she retired in 1969. Her book for H. W. Wilson, *The New Library Key* earned her more money, she once told me, than Drexel ever paid her.

Among her classmates was Elizabeth Gray (Vining), known widely for her many books, as well as for her much-cited work as tutor to the Crown Prince (now Emperor) of Japan in the postwar years, as memorably told in *Windows for the Crown Prince* (20). Another classmate was Alice Brooks (later Mooney, still later McGuire), who had a notable career teaching at Drexel, 1928-46, then working for many years as a school librarian in Texas before capping her career with several years on the faculty of the University of Texas until her death in 1975 (21). She received the Grolier Award from ALA in 1962.

A group shot of the visit of the class of 1932 to the Free Library of Philadelphia epitomizes for me

the genteel tradition--its formality, its paucity of male presence (there was no male faculty member until 1956). I can identify one of the young men in the photo as James E. Bryan of Easton, PA, class of 1932. His later career as Director of the Newark Public Library, as president of ALA in 1961-62, and as building consultant was exemplary. His second wife was Eunice Von Ende (Bryan), class of 1931. As a side note, his brother Bill, class of 1937 and sometime director of the public libraries in Scranton, PA and in Peoria IL, was also a product of the Genteel Tradition era. This is the only brother-brother pair of graduates of the school that I know about.

Marie Hamilton Law, (1884-1981) who became dean in 1936, had been at Drexel since 1922. She continued in the genteel tradition, presided over the school in the war years, introduced courses in the special library field, ultimately opened the doors to part-time students and smoothed the way for the transition for BLS to MS which was finalized in the next era (22, p. 3).

I have heard many anecdotes about Marie Hamilton Law. I met her only once in 1970 when Sigma Chapter of Beta Phi Mu gave her an honorary membership. The anecdote I like best comes from Elliott Morse, class of 1939, librarian emeritus, College of Physicians of Philadelphia. He tells of Dean Law in 1939, in her course on library management, still patiently covering one hot spring day in 1939 the relative merits of gas and electric lights in libraries.

Morse, incidentally, left to the school on his retirement four library-bound volumes of his complete handouts, notes and papers for the session of 1938-39. For the curious there is much here of interest. One cannot help but be impressed by the thorough, up-to-date coverage (gas lights excepted). Faculty of the period were closely in touch with practice and knew the details of their craft at a level rare in today's faculty.

An exemplary graduate of 1938 was Lillian Moore (Bradshaw), retired director of the Dallas Public Library and ALA president in 1970-71. She has been honored by Drexel on several occasions, in 1970 with the LSAA Distinguished Achievement Award, in 1976 with an honorary doctorate and in 1992, as part of Drexel's Centennial observance, as one of the "Drexel 100," a select group of alumni who had distinguished careers in business, technology, the arts, education or government.

Recalling her years at Drexel, she noted in an interview in 1971 that as a young person from western Maryland with no relevant experience, she was so bewildered by Drexel and Philadelphia in 1937 that she was ready to leave the first month (23, p.3). If it had not been for a wonderful group of faculty, she added, genuinely concerned about the development of each student, she would not have made it.

I close the account of this era with a more typical graduate, one for whom the files yield this evocative photo, date-lined Fort Hancock, NJ, summer, 1942. Edith Evans (Mischler), Germantown Friends School '30, Vassar '34, Drexel '35, can represent the cohorts of graduates who were attracted to Drexel in this era, completed the program, and went on to careers, some brief, some extensive, some notable, some routine, but all, one hopes, personally satisfying and socially useful. Edith Evans, after positions at the University of Pennsylvania and at the New York Academy of Medicine Library, worked as an army librarian during World War II, married a doctor just after the war, moved to Braintree, MA and presumably ended her library career. School records show no further positions, just a current address in Rochester, NY.

EXPANSION ON A RISING TIDE (1949-1967)

My third era covers two deanships, those of Harriet MacPherson (1892-1967), serving Drexel 1948-58; and John Harvey (1921-), serving Drexel 1958-1967. Although the two deans and their impact on Drexel were markedly unlike, taken together they share much of that quarter century that George Bobinski, writing in 1984 (24), called "The Golden Age of American Librarianship."

Harriet MacPherson was 57 when she came to Drexel in 1948 from Smith College where she directed the library. She had taught cataloging at Columbia, 1927-1943. A Wellesley graduate with MS and PhD degrees in romance languages from Columbia, she migrated early to librarianship through bibliographical work and specialized in cataloging and classification for most of her career (25, pp. 336-37).

Although I never met MacPherson, I feel some kinship through recollections shared with me by Kathryn Oller and Ella Anderson, both of whom taught under her direction for most of the decade of the 1950s.

MacPherson combined enthusiasm with prudence in her management of the school and the Drexel Library, and she was still of the generation when the boss called most of the shots. Thin, tall, at times brusque and inclined to be a drill master, she set high standards for herself and her associates, and achieved them. Her secret life as author of numerous mystery novels was not known to many of her associates, since she wrote under an assumed name.

She was generous with hospitality, sharing with staff on numerous occasions her vacation retreat at Scientists' Cliffs, MD, albeit on her own terms, which generally meant brisk walks on the shore and overly-long games of bridge.

A photo dating from 1953 shows the faculty group of the time, still all female. MacPherson had come to Drexel in 1948 to teach, to chair the curriculum committee that was planning the changeover from BLS to MS, and to become dean upon Law's retirement in 1949.

This next slide shows several brochures from the period, illustrating some major curricular initiatives. Drexel was following the lead of other accredited programs in upgrading to the MS degree, a trend that swept the field by 1951 (26). The year 1949 also saw, at last, an effort to expand access to library education to employed persons (27). By the early 1950s part-timers who were willing to sign on, and there were many, found themselves in a lock-step progression over three academic years to the MS credential. The full-time program continued as well, but now with more space for electives since the core courses had been pushed down to the status of preliminary undergraduate courses. In 1954, in recognition of all these changes, and again in response to a national trend, the school was renamed the Graduate School of Library Science.

The seeds of change had been sown and the seedlings nurtured by MacPherson, but they flourished under the vigorous if sometimes maladroit attention of her successor John Harvey who

became dean in 1958 (28).

Harvey was a promoter who had the good fortune to be in the right place at the right time when expansion was not only possible but seemingly inevitable. The contrast with the solid but staid tone of the MacPherson years was dramatic. A native of Missouri, and most recently librarian at Kansas State Teachers College, Pittsburgh, Harvey's prior involvement with library education was minimal, but his credentials were good: BA from Dartmouth, MS from Illinois, PhD from Chicago.

The photo shows Harvey with some faculty and staff in front of the Drexel Library Center, opened in 1959. Planned by MacPherson and Robert Johnson, this new facility allowed the school to start on the course of growth that marked the 1960s. In 1962, the dual role of dean and librarian ended, allowing Harvey to devote full attention to the school.

In 1963, the longtime presidency (1945-1963) of James Creese ended with the installation of William Walsh Hagerty, a key player in the subsequent life of the school since one infers (without direct knowledge) that the goals of these two ambitious leaders, Hagerty and Harvey, were not totally congruent.

By spring 1963 Harvey could release an astonishing document, a Five-Year Progress Report covering 1958-1963, that boasted of extraordinary growth (29). Certainly the climate of the times, with money for higher education seemingly available for the asking, provided a fertile environment and plenty of examples of how to spend money. Harvey pulled out all the stops.

Recruiting for the profession was a particular focus. Jobs were abundant and applicants scarce. This 1962 photo shows one Drexel response--from 1962 to 1971, with state and federal money GSLS had a full time field recruiter. Note the all-male cast in the photo.

Demands for continuing education were heard from every side. GSLS assumed a very active, almost entrepreneurial role in providing workshops, absent any organized unit at Drexel to

interfere. Service activities of other types appeared. This photo shows a European study tour departing in 1963. Extension courses were tried in Delaware and Maryland. The *Drexel Library Quarterly* was launched in 1965 and other publications such as a monograph series began as well. Events and photo opportunities multiplied. The photo shows Harvey congratulating, in 1966, two alumni who received Achievement Awards, James E. Bryan and Alphonse Trezza. Drexel's name was becoming widely known in the profession. By 1965, the school left the Drexel Library Center for larger, if shabbier, quarters in the old Rush Hospital.

Access to core courses for non-degree students was opened and a library technician program, short lived, was announced. In 1966 a Certificate of Advanced Study program started with little planning. There was serious talk of a doctoral program.

Despite the euphoric tone of the Five-Year Progress Report and of the numerous press releases, this academic enterprise was being erected on unstable foundations. The reality is that most of the growth was not accompanied by increases in faculty or permanent staff. Harvey was working well in advance of his resources. The seven full-time faculty of the MacPherson years had reached 12 by 1965, but in the face of tripled enrollment and a plethora of new programs to manage, reliance on adjunct faculty and on soft money staff became excessive.

In retrospect, Harvey's boldest curricular move was to launch in 1963 a new program leading to the MS in information science (30; 31, p. 133-34). To offset the limited expertise of his full-time faculty for covering this specialty, he enlisted Drexel faculty from Engineering and from Business Administration as collaborating faculty and brought in as adjuncts a number of genuine information scientists from the New York-Washington corridor such as Art Elias, Saul Herner, John Sherrod and Isaac Welt.

The information science program held promise for diversifying the curriculum and for expanding job opportunities for students. The brains behind the program belonged to Claire Schultz whose regular job was with the Institute for the Advancement of Medical Communication but whose influence in GSLS as Visiting Associate Professor was great. The liabilities of the new program

were obvious--the paucity of regular faculty, the absence of new resources, the build-now, ask-later approach to curriculum, the propensity of faculty to line up on one or the other side of the divide and to cease working on common goals and objectives.

Time precludes more attention to this era and its lingering input on the College of today. In summary, by 1967 when John Harvey left, perhaps with a handshake and a shove, to accept a two-year Fulbright appointment in Iran, the school was certainly far better known locally and nationally, but it was dangerously over-extended in programs and woefully understaffed.

During 1967-68 it fell to Kathryn Oller as acting dean to work hard to fill out a teaching roster to meet the needs of a very large student body with three regular faculty on leave and never to return (Harvey, De Angelo, Davis) and with a list of adjuncts extending into the dozens. Inevitably, many of the other ventures launched in this dynamic decade were put on indefinite hold.

DIVERSIFICATION IN CHANGING TIMES (1968-1987)

I must be circumspect for obvious reasons in describing the events of the 1968-87 period. The photo, by Bachrach (Drexel had more money then), shows me as the new dean in 1968. In general, I am confident that many good and necessary things took place in this era, but we are still too close to the events to judge their lasting impact.

In retrospect we now know that higher education as a whole was soon to see the end of the extraordinary growth period of the post World War II decades, and to face by the mid 1980s turbulent times with contracting programs, enrollment shortfalls, budget crises and general malaise caused by demographic factors and lessened Federal support for education and research. The environment for schools of library and information science became particularly stressful as universities began to question the utility on campus of small professional schools, largely populated by women, unable to attract much outside money, and fixed on a stable but unexciting model of librarianship that was not convincingly linked to the technological revolution that was driving newer forms of information creation and exchange.

In blunt terms, the fact that the school at Drexel is still alive and healthy in 1992 when 14 of its peer schools have gone under since 1980 is perhaps sufficient evidence that something right was being done in the era under review. (32; 33, p. 29).

As for the quality of the Drexel program (though quality was no defense against closure in the 1980s), I might point out that reputational studies published in 1981 and in 1987 gave more or less objective evidence that the program was perceived by the field to be in the top quintile of accredited programs (34, 35). A third and related study is to appear in 1993 (36). It will be interesting to see how Drexel fares. Reputation is a tricky quality--something that takes a long time to build and, perhaps fortunately, a while to lose.

In the years under review the school was notable for changing its name. Graduate School of Library Science, adopted in 1954, yielded to School of Library and Information Science in 1978. Then in 1984, with the addition of the baccalaureate degree, the name College of Information Studies was adopted, thus leaving under this generic rubric room for still more programs in the future.

In the initial years of this era the focus was on remediation, but with a clear set of ultimate goals in mind. I knew what was needed, the president more or less agreed, and faculty as they joined the group were more or less co-opted.

Building a faculty was, indeed, the first concern. As noted, in 1967-68 there were but seven resident full-time faculty including the acting dean. Two of the seven were at instructor rank. Another held faculty rank, but did no teaching since he was the field recruiter. Another of the seven lived in Manhattan and came to campus only for classes, usually. With over 300 graduate students, could things have been much worse?

Eight years later, in 1975-76, there were 15 full-time faculty. The photo shows most of the faculty of that year. Real strength had been added. Rosemary Weber had assumed the mantel worn earlier

by Alice Brooks (McGuire) and Rachel de Angelo. Belver Griffith gave added credibility to the information science courses, as did Charles Meadow with his varied experience in industry and government. Brigitte Kenney brought energy and wide contacts to the interface of library science and information science. In Tom Childers, a gamble on a very junior person in 1970 was paying off. All of these, and others, had or were acquiring national reputations.

Public relations efforts continued although at a lower frequency. A chapter of Beta Phi Mu was started in 1969. Alumni contacts were rebuilt and a regular Newsletter published. The *Drexel Library Quarterly* continued to carry the Drexel name around the world. An occasional special event like this Distinguished Achievement Award dinner for John Updike added a touch of class. Continuing education events were organized as shown here, but on a reduced level.

Curricular issues were addressed boldly and this brochure shows the results. The two disparate MS degrees had been merged in 1971 with the introduction of a single MS curriculum built on a common core, team-taught by all faculty, that allowed students to move on to flexible programs specializing in librarianship, educational media, or information science. The integrated core (Fundamentals) received national publicity and had imitators (37). There was even a national conference on the topic with Drexel well represented (38).

The file may still be open on whether or not it was strategic in 1971 to merge the separate MS degree programs. Some graduates of the IS program felt betrayed. On the other hand, would it have been wise in 1971 to freeze the content of an MS degree program covering libraries only and to let a separate program deal with information technology?

As this 1977 brochure shows, the suite of offerings had been extended beyond the MS program. The CAS program, announced then allowed to founder in the previous decade, was redesigned and implemented. A PnD program was launched in 1974 after very careful study. The photo shows the initial group of doctoral students. Sadly, only two of the ten ever completed the degree. Is the glass half full or half empty? It depends, I suppose, on your viewpoint.

Turning to resources, it would be difficult to describe to you how truly primitive the situation was in 1968. Instructional resources had not been a priority. There was no Resource Center, no dedicated equipment at all, no overhead projectors, no film, no television. For information science courses, talk replaced equipment. There was a course called "Instrumentation" but no instruments. Slowly and painfully, the situation was improved.

By 1978, in anticipation of an eventual integrated resource center in a renovated building, faculty accepted responsibility to oversee the building of resources in media (Dennis Leeper), bibliography (Jerry Saye), and information science (Charles Meadow). The photo shows graduate students in a "Media Lab" reclaimed for the school from unused ground floor space in Rush Building in 1973. Primitive terminals and modems began to appear. Soon Drexel was to be the first school to become an educational user of OCLC, the first to profit by educational rates for Dialog searching, the first, at Drexel, to provide central dictating and word processing services for faculty.

The gradual accumulation of resources was but a prelude to the ultimate goal, the total renovation of the Rush Building as home for the school. Work began in fall 1979 and was completed in fall 1981 with dedication of the building and of the Alumni Garden. This event was a high-water mark in the school's history. For the rest of the era, the school enjoyed superior facilities and working conditions that clearly exceeded anything else at Drexel, or indeed at peer schools elsewhere with one or two exceptions.

Yet another hallmark of the era was an intense emphasis on funded research in a conscious effort to follow the model generally set for graduate education at Drexel in the Hagerty years. His assumption was that any program, whatever the discipline, ought to be able to support most graduate students on assistantships as he had done as engineering dean at Texas. Such a goal was not realistic for the school, but faculty did have considerable success in attracting research money, especially in the 1970s before federal support for research began to fade. The roster of funded projects is impressive and most of them used student help. I doubt that any similar school elsewhere matched Drexel's level of success. Internally, evidence of success came when Belver Griffith in 1980 and Tom Childers in 1985 received Drexel's Research Achievement Award.

I would be remiss if I failed to cite the strong support staff that did so much to make faculty and administration more productive. Kathryn Oller, after her year as acting dean, continued as associate dean until her retirement in 1982 (39, p.1). No dean ever had a stronger deputy. We were blessed with a remarkably stable staff, to mention only Otilia Csato, Jane Spivack and now Barbara Welsh in Placement; Daisy Ryan, Minnie Newman, then Joanne Gasbarro in student records; Chris Swisher, Catherine Wilt and Lucy Wozny in the Resource Center; Barbara Casini, then Anne Tanner as editor of the *Drexel Library Quarterly*. The cutbacks which led to the much diminished support staff of today began in my final year as dean 1986-87.

But, before the cuts began, the school enjoyed one more triumph, the initiation in 1984 of the BS program in information systems, after a long period of planning and resource development (40). With the new program in mind, new faculty competencies were needed and people like Elliot Cole (1981), Gary Strong (1982), Diana Woodward and Wayne Zachary (1983), and Bruce Whitehead (1984) were recruited to give credibility to our new venture. Of these new hires, for various reasons, only Gary Strong remains on the faculty in 1992.

The BS program has been, by almost any measure, a success. The fact that it helped to redress our student credit-hour production in the face of sagging graduate enrollment, that it tied us much more closely to the daily life of the university, and that it was popular with employers were anticipated results that by no means can be attributed to luck or serendipity. The BS program was the major curricular innovation of the second half of the era under review. Its history needs to be told so that the school can gain the credit it richly deserves.

By 1986, 18 years of push and shove had taken their toll on a dean who had never seen himself as a "leader" anyway, and who kept reminding himself that being the senior academic dean in terms of service at Drexel, and indeed in the country for this discipline, was not altogether a good thing. I asked to be let out of the deanship at the end of the 1986-87 academic year. Thus, in April 1987 I had a nice party, the unexpected accolade of being named the first Alice B. Kroeger Professor, and the luxury of the first and only sabbatical of my career. My final five years were spent in the

classroom including, I might point out to those who assume that old deans can't learn new tricks, in undergraduate as well as graduate courses.

The receipt in July 1992 of the 1992 Beta Phi Mu Award from ALA, recognizing distinguished service to education for library and information science, gave me the pleasant reassurance that even the world outside Drexel University recognizes that the school made great progress in the years while I was at the helm. My hope is that this assessment will hold when it comes time to look back in another dozen or so years at the next era of the school's long history.

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